Psychology GCSE

General Introduction

Have you ever watched a week-old baby apparently studying intently the people and objects around them and wondered what on earth they make of their new world and just what thoughts, if any, might be going through their mind?

Have you ever wondered why the happy nine-month-old baby who always used to greet you with smiles and laughs has suddenly started crying as soon as you approach?

Have you ever found out why you are afraid of spiders, and what you can do to cure yourself?

Have you ever despaired of the fact that there is so much prejudice and discrimination in the world and wondered what can be done about it?

Have you ever watched in horror as a six-year-old watches the latest blood-thirsty 'cops and robbers' programme on the television and then immediately starts thumping and shooting everybody, and wondered just what effects such violent television programmes might have on a child?

If you have answered 'yes' to one or more of these questions, then you'll find this course a source of constant fascination as we examine a wide range of psychological topics and answer all of these questions.

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The Sequence of Lessons

The course is divided up into an introductory module and then eight further modules, as follows:

Introductory Module: Studying Psychology

1. What is Psychology?
2. Different Approaches to Psychology
   Tutor-Marked Assignment A

Module One: Memory

3. Processes and Structures of Memory
4. Memory as an Active Process
   Tutor-Marked Assignment B

Module Two: Perception

5. Perception
6. Theories of Perception
   Tutor-Marked Assignment C

Module Three: Development

7. Early Brain Development
8. Piaget and Theories of Cognitive Development
   Tutor-Marked Assignment D

Module Four: Research Methods

9. Experimental Design
10. Experimental Control
    Tutor-Marked Assignment E

Module Five: Social Influence

11. Conformity and Obedience
12. Prosocial Behaviour
    Tutor-Marked Assignment F

Module Six: Language, Thought and Communication

13. Language and Thought in Humans and Animals
14. Non-Verbal Communication and Explanations
    Tutor-Marked Assignment G

Module Seven: Brain and Neuropsychology

15. The Nervous System and Neurons
16. The Structure and Function of the Brain
    Tutor-Marked Assignment H

Module Eight: Psychological Problems

17. Mental Health and Depression
18. Addiction
    Tutor-Marked Assignment I
    Tutor-Marked Assignment J: Research Methods

TMA K: Mock Examination Paper 1
TMA L: Mock Examination Paper 2

Accompanying Textbooks

No accompanying textbook is required. All the topics named in the syllabus are covered to the level of detail required for the top grades.

Nevertheless, in any subject, the successful student is generally the one who reads around the subject as widely as possible. This helps you to get different perspectives and fill in the gaps in your knowledge. If you want extra reading, the following is a good GCSE-level textbook:

Cara Flanagan and 4 others: *AQA Psychology for GCSE: Student Book* (Illuminate Pub.) ISBN**:** 978-1911208044

As the publishers say, this text has the following merits:

- The engaging visual style will support and motivate students of all abilities
- Each topic is presented on one spread to help students see the whole topic with just the right amount of detail and depth of information
- Research methods and mathematical requirements are thoroughly covered in a dedicated chapter plus in 'Apply it' exercises across the book
- Application questions, practice questions and skills guidance are provided for the new assessment objectives and mark schemes

- Each chapter ends with visual summaries, example student answers with comments and test yourself multiple choice questions

Brief references are given to this text within the course although it is not a compulsory acquisition and tutors cannot be expected to answer questions relating to it. If this text is not available, the following is a good alternative:

Mike Stanley and 5 others: *AQA GCSE Psychology*
(OUP) ISBN**:** 978-0198413639

Make sure any text you buy matches the new AQA specification. The AQA syllabus requires you to know and be able to describe studies in the examination. The following text gives an easy-to-read description of 70 studies that have shaped psychology:

Phil Banyard & Andrew Grayson*: Introducing Psychological Research (*Macmillan Press) ISBN 978-0333912515

One easy way to purchase supporting texts is through the OOL website (www.ool.co.uk). You'll find other useful books in your library or bookshop. But beware! There are many important psychology topics not included in your syllabus, and unless you have time to spare, it would probably be a mistake to spend time on such topics. If a topic is not in this course, it is not required by the syllabus and can be ignored.

The AQA 8182 Specification

This course is mainly linked to the new specification (syllabus) set by the Assessment and Qualifications Alliance (AQA), numbered AQA 8182. You should be sure to acquire your own copy of the syllabus, either via the AQA Publications Dept or from the website www.aqa.org.uk.

AQA syllabus 8182 contains a single tier of Assessment, covering all the possible grades from 9 (best) down to 1. Candidates sit two written examination papers, as follows.

Paper 1: Cognition and Behaviour

There are four sections, assessing your knowledge of

- Memory

- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Written exam: 1 hour 45 minutes, 100 marks, 50% of GCSE
Each of the four sections (A-D) consists of multiple choice questions, short answer questions and extended writing (25 marks per section).

Paper 2: Social Context and Behaviour

Again, there are four sections, assessing your knowledge of

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will again be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Written exam: 1 hour 45 minutes, 100 marks, 50% of GCSE

Each of the four sections (A-D) consists of multiple choice questions, short answer questions and extended writing (25 marks per section).

Subject Content

Students should have experience of designing and conducting informal classroom research using a variety of methods. They will be expected to analyse data collected in investigations at a descriptive level and draw conclusions based on research findings. They will be required to draw on these experiences to answer questions in the examination for these units. in the delivery of these units, it is expected that teachers will seek out contemporary examples of theories and research to develop their candidates' understanding of the subject content.

Subject content for Paper 1: Cognition and Behaviour

Students will be expected to:

- demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content
- apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity
- develop an understanding of the interrelationships between the core areas of psychology
- show how the studies for topics relate to the associated theory.

Knowledge and understanding of research methods (see 3.1.4 Research methods), practical research skills and mathematical skills (see Appendix A: mathematical requirements) will be assessed across all topic areas in Paper 1. These skills should be developed by studying the specification content and through ethical, practical research activities, involving:

- designing research
- conducting research
- analysing and interpreting data.

By carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

Specification Section 3.1.1: Memory

Processes of memory: encoding (input) storage and retrieval (output)

- Different types of memory: episodic memory, semantic memory and procedural memory.
- How memories are encoded and stored.

Structures of memory

- The multi-store model of memory: sensory, short term and long term.
- Features of each store: coding, capacity, duration.
- Primacy and recency effects in recall: the effects of serial position.
- Murdock's serial position curve study.

Memory as an active process

- The Theory of Reconstructive Memory, including the concept of 'effort after meaning'.
- Bartlett's War of the Ghosts study.
- Factors affecting the accuracy of memory, including interference, context and false memories.

3.1.2 Perception

Sensation and perception

- The difference between sensation and perception.

Visual cues and constancies

- Monocular depth cues: height in plane, relative size, occlusion and linear perspective.
- Binocular depth cues: retinal disparity, convergence.

Gibson's direct theory of perception – the influence of nature

- The real world presents sufficient information for direct perception without inference. Role of motion parallax in everyday perception.

Visual illusions

- Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy.
- Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.

Gregory's constructivist theory of perception – the influence of nurture

- Perception uses inferences from visual cues and past experience to construct a model of reality.

Factors affecting perception

- Perceptual set and the effects of the following factors affecting perception: culture, motivation, emotion, expectation.
- The Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set.

3.1.3 Development

Early brain development

- A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition.
- The roles of nature and nurture.

Piaget's stage theory and the development of intelligence;
The role of Piaget's theory in education

- Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.
- The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education.
- Reduction of egocentricity, development of conservation. McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'.

The effects of learning on development

- Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning.
- Learning styles including verbalisers and visualisers. Willingham's Learning Theory and his criticism of learning styles.

3.1.4 Research methods

Formulation of testable hypotheses

- Null hypothesis and alternative hypothesis.

Types of variable

- Independent variable, dependent variable, extraneous variables.

Sampling methods

- Target populations, samples and sampling methods and how to select samples using these methods:
    - random
    - opportunity
    - systematic
    - stratified.
- Strengths and weaknesses of each sampling method.
- Understanding principles of sampling as applied to scientific data.

Designing research

- Quantitative and qualitative methods:

  - the experimental method (experimental designs,
  - independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design)
  - laboratory experiments
  - field and natural experiments
  - interviews
  - questionnaires
  - case studies
  - observation studies (including categories of behaviour and interobserver reliability).
- Strengths and weaknesses of each research method and types of research for which they are suitable.

Correlation

- An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships.
- The strengths and weaknesses of correlations.
- Computation of formulae is not required.

Research procedures

- The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them).

Planning and conducting research

- How research should be planned, taking into consideration the reliability and/or validity of:
  - sampling methods
  - experimental designs
  - quantitative and qualitative methods.

Ethical considerations

Students should demonstrate knowledge and understanding of:

- ethical issues in psychological research as outlined in the British Psychological Society guidelines
- ways of dealing with each of these issues.

3.1.4.1 Data handling

Quantitative and qualitative data

- The difference between quantitative and qualitative data.

Primary and secondary data

- The difference between primary and secondary data.

Computation

- Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures.

Descriptive statistics

- Understand and calculate mean, median, mode and range.

Interpretation and display of quantitative data

- Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation.

Normal distributions

- The characteristics of normal distribution.

Subject Content for Paper 2: Social Context and Behaviour

Students will be expected to:

- demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 2 content
- apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts
- analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 2 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity
- develop an understanding of the interrelationships between the core areas of psychology
- show how the studies for topics relate to the associated theory.

Knowledge and understanding of research methods (see 3.1.4 Research methods), practical research skills and mathematical skills (see Appendix A: mathematical requirements) will be assessed across all topic areas in Paper

These skills should be developed by studying the specification content and through ethical, practical research activities, involving:

- designing research

- conducting research
- analysing and interpreting data.

By carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

3.2.1 Social Influence

Conformity

- Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.
- Asch's study of conformity.

Obedience

- Milgram's Agency theory of social factors affecting
- obedience including agency, authority, culture and proximity.
- Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.

Prosocial behaviour

- Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.
- Piliavin's subway study.

Crowd and collective behaviour

- Prosocial and antisocial behaviour in crowds:
- identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.

3.2.2 Language, thought and communication

The possible relationship between language and thought;
The effect of language and thought on our view of the world

- Piaget's theory: language depends on thought.
- The Sapir-Whorf hypothesis: thinking depends on
- language.
- Variation in recall of events and recognition of colours, e.g. in Native American cultures.

Differences between human and animal communication

- Limited functions of animal communication (survival, reproduction, territory, food).
- Von Frisch's bee study.

- Properties of human communication not present in animal communication, e.g. plan ahead and discuss future events.

Non-verbal communication

- Definitions of non-verbal communication and verbal communication.
- Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.
- Body language including open and closed posture, postural echo and touch.
- Personal space including cultural, status and gender differences.

Explanations of non-verbal behaviour

- Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.
- Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived.
- Evidence that non-verbal behaviour is learned. Yuki's study of emoticons.

3.2.3 Brain and neuropsychology

Structure and function of the nervous system

- The divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions.
- The autonomic nervous system and the fight or flight response. The James-Lange theory of emotion.

Neuron structure and function

- Sensory, relay and motor neurons. Synaptic transmission: release and reuptake of neurotransmitters. Excitation and inhibition. An understanding of how these processes interact.
- Hebb's theory of learning and neuronal growth.

Structure and function of the brain

- Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.
- Basic function of these structures.
- Localisation of function in the brain: motor,
- somatosensory, visual, auditory and language areas.
- Penfield's study of the interpretive cortex.

An introduction to neuropsychology

- Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition.
- The use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.

- Tulving's 'gold' memory study.
- A basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour.

3.2.4 Psychological problems

An introduction to mental health
How the incidence of significant mental health problems changes over time

- Characteristics of mental health, e.g. positive engagement with society, effective coping with challenges.
- Cultural variations in beliefs about mental health problems.
- Increased challenges of modern living, e.g. isolation.
- Increased recognition of the nature of mental health problems and lessening of social stigma.

Effects of significant mental health problems on individuals and society

- Individual effects, e.g. damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing.
- Social effects, e.g. need for more social care, increased crime rates, implications for the economy.

Characteristics of clinical depression

- Differences between unipolar depression, bipolar depression and sadness.

Theories of depression
Interventions or therapies for depression

- The use of International Classification of Diseases in diagnosing unipolar depression: number and severity of symptoms including low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in self-confidence.
- Biological explanation (influence of nature): imbalance of neurotransmitters, e.g. serotonin in the brain.
- Psychological explanation (influence of nurture): negative schemas and attributions.
- Use of antidepressant medications.
- Cognitive behaviour therapy (CBT).
- How these improve mental health, reductionist and holistic perspectives. Wiles' study of the effectiveness of CBT.

Characteristics of addiction

- The difference between addiction/dependence and substance misuse/abuse.
- The use of International Classification of Diseases in diagnosing addiction (dependence syndrome), including a

strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations.

Theories of addiction
Interventions or therapies for addiction

- Biological explanation (influence of nature): hereditary factors/genetic vulnerability. Kaij's twin study of alcohol abuse.
- Psychological explanation (influence of nurture): Peer influence.
- Aversion therapy.
- Self-management programmes, e.g. self-help groups, 12
- step recovery programmes.
- How these improve mental health, reductionist and holistic perspectives.

Aims and Learning Outcomes

The specification encourages you to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis
- present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Psychology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.
AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.
AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

Assessment objective weightings for GCSE Psychology

	Paper 1	Paper 2	Total
AO1	17.5	17.5	35
AO2	17.5	17.5	35
AO3	15	15	30
Overall weighting of components	50	50	100

Research Methods

One important aspect of psychology is the ability to do your own psychological research and conduct experiments. There is no coursework in this specification but you will be required to show evidence of these skills in your exam. This course helps you develop this skill in various lessons, notably in the last module.

You will be expected to understand the necessity of formulating precise hypotheses to promote inquiry and the use of scientific methods and techniques that aim for objectivity. You will learn about the distinction between dependent, independent and controlled variables.

You will study the following methods of control: population sampling, randomisation, counterbalancing and matching; the use of standardised procedures, instructions to participants; and objective methods of observation, recording and measurement.

There are many experimental and field methods; you will learn the advantages and disadvantages of each type of method.
You will also need to understand experimental control, the construction of treatment groups, archival data, unobtrusive measures, surveys and interviews – including an understanding of the principles of construction and administration.

You will observe people in naturalistic and experimental settings. You will learn about the association between two

variables and understand correlational relationships (no computation of formulae is required).

There are also a number of **ethical considerations**. Care must be exercised with regard to the invasion of personal privacy and keep in mind at all times the necessity of minimising pain and stress to individuals participating in studies by the minimal use of deliberate deception, the preferred use of informed consent and the debriefing of participants.

Private Candidates and Examination Centres

You are responsible for making the necessary arrangements to take the examination at a centre that is registered with AQA. If you are not already linked to a school or college, you are advised to contact local schools or colleges to request accommodation for the examination well in advance of making your entry in case difficulties arise. You must obtain the permission of the head of the centre to sit the examination at that centre, and the head must sign your *Registration Certificate.*

Study Technique

There is no single study technique that is right for this course. Indeed, there are as many different ways of studying as there are learners. So you will have to find the methods which are right for you in your own personal situation. However, the following tips represent some of the best advice for the majority of 'open' learners.

Discipline is undoubtedly the key. You must set aside a specific period each day or definite times each week and stick to it! Don't let yourself make excuses for not getting down to work. Set yourself definite targets – not just the date of your examination but the date when you are going to submit your first assignment and so on. Break your study up into small 'bite-sized' pieces.

Don't just skip over the bits that don't make sense to you. In a subject like psychology, all the topics are closely linked together, and if you don't understand part of one lesson, it is going to affect your ability to study other lessons as well. So go over the difficult section until it begins to make sense. If the lesson materials are not clear to you, look at the way the same ideas are covered in your supplementary reading. If you're still

not sure, it should be possible for you to contact your tutor (by phone or post). Don't be shy about doing that!

Don't underestimate the amount of study that is needed to gain the top grades. Simply memorising all the ideas in the lessons may not be enough. You should be studying even when you are not studying! Television, radio, newspapers and magazines give you a picture of how the world around you is changing and provide you with valuable up-to-date examples. So keep a look-out for programmes or articles that might be useful to your studies. Study the behaviour of those around you. What are the rules of conduct within your own family or at your place of work or education? Why and how do these patterns change? If you already have an enquiring and critical mind, you are well placed to succeed.

Study the syllabus. This will tell you not just what you need to study but what the underlying objectives are – *why* you are studying these things. A brief analysis of the syllabus is given below, but we strongly advise you to get hold of the complete syllabus and work out which parts of the course will help you with which sections of the syllabus, and so on. Get hold of practice examination papers as well, if you can. These will show you what sorts of question you are likely to face and what kinds of skill you will need to demonstrate.

Make full use of your tutor. They are paid to help you, after all! Take advantage of any opportunities for tutorials and other practical help. Make sure you submit all your Tutor-Marked Assignments for marking. Your tutor will spend quite a bit of time on the marking, so you should take full note of whatever comments you get. The comments are usually more important than the marks because they are designed to show you ways in which you can improve.

Do all the tests. Just because you think you understand something, you should not skip over the tests. They are there to reinforce the ideas and plant them firmly in you memory. A fuller description of the assessment structure of the course is given below.

Self-Assessment Tests and Activities

The Self-Assessment Tests (SATs) are a crucial element of the course. You will find a number of these in every lesson. Usually, they consist of quite straightforward questions that test your

memory and understanding of the material that you have just worked through. Often they will consist of one-word answers. But do not just skip over them. Check in the answers at the end of the lesson that you have got them right; if you have not, it is a sure sign that you should go back over the preceding section until the point is clear.

The Self-Assessment Tests are also designed as a useful revision aid. They are clearly marked off from the main body of the lesson, so when you come to a Tutor-Marked Assignment or to your examination, you can go back over the Self-Assessment Tests at a rapid pace. This will tell you what has stayed in your memory and what has drifted away. Keep going over these tests until you can get them all right because between them they contain just about all the essential ideas that you will need for your examination.

Some of the lessons also include **Activities** sections. These are like the Self-Assessment Tests except that they do not ask specific questions and there are no answers provided. They are designed to open out your thinking and to get you to observe what is going on around you. Sometimes they will suggest something practical that you can do: a little bit of research that would be useful, perhaps. It is important that you do not neglect these hints and suggestions.

Making Notes

Every student will want to take their own notes as the course proceeds, to help with the learning process and to assist with examination revision. What sorts of notes should they be? How lengthy? There are no fixed answers to these questions. Some students seek reassurance in writing out elaborate reams of notes that they boil down later; others are happy to keep note-taking to a minimum by merely recording key references. Without being too dogmatic, a number of points relating to the needs of the GCSE course might be made:

- it is important to cross-reference facts, sources and conclusions as they are encountered in the course, so that knowledge and skills are not separated in revision;

- notes should be kept as brief as possible (i.e. without omitting crucial facts or concepts);

- details of individual sources should not be copied out, unless they contain crucial information; while knowledge of the major types of source for each theme and topic is

obviously useful, candidates are not expected to know particular sources in advance.

It is strongly recommended that students make notes under each of the headings given throughout the text, every lesson. These may then be compared with the summary that closes each lesson. Do you feel that the summary is full enough? If not, make sure that your own notes fill in any gaps that you feel exist.

The course contains plenty of white space, particularly in the left-hand margin. This is because most students find it helpful to write notes directly on the course they are studying. This will help when you are planning essays or when you are skimming through the course later for revision.

Tutor-Marked Assignments and Practice Tests

The course includes ten Tutor-Marked Assignments (TMAs), usually at the end of each module. You should treat these assignments like miniature examination papers and submit your finished papers to your tutor for marking. When the marked assignments are returned to you, you should also receive a copy of the suggested answers. These will give you an indication of the sorts of answer that might have gained you top marks.

Around half the lessons do not finish with a TMA. Instead there is often a Practice Test, which is designed to test your understanding of the lesson. Again, you will gain most benefit if you do not refer back to earlier parts of the lesson but treat it as a mini-examination. Suggested Answers to the Practice Tests are to be found at the end of the lesson.

Do not worry if your own answers are not the same as those provided. Psychology is not an exact science, so there is plenty of room for your own ideas as long as they are well backed up with evidence. You should be able to provide examples that are more up to date than those provided with the course!

Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As well as the AQA website (www.aqa.org.uk), you should get into the habit of checking the Oxford Open Learning site

(www.ool.co.uk) where you may find news, additional resources and interactive features as time goes by.

Good luck!

Revision: Sarah Keeler